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ABSTRACT

Noting that parents are vital partners in the educational system, this handbook provides parents with information about the Grade 5 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Programs of Study: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material that includes information on aboriginal education, supports for learning, and assessment, the handbook's sections are: (1) "Overview of Grade 5"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health and Life Skills"; (10) "Art and Music"; (11) "Drama"; and (12) "Languages Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

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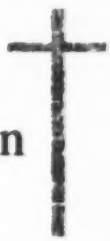
# Curriculum Handbook *for* Parents

**2003–2004**

## Catholic School Version



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Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@learning.gov.ab.ca

French Language Services Branch
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Fax: 780–422–1947
E-mail: LSB@learning.gov.ab.ca

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# Curriculum Handbook *for* **Parents**

**2003–2004**

## Catholic School Version

GRADE **5**

This Curriculum Handbook provides parents with information about the Grade 5 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Learning Web site where more information can be found
- a feedback form.

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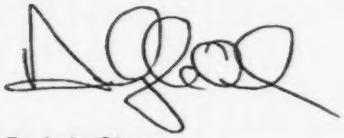
*Message from the*
## Minister of Learning

Excellence in education is of primary importance to Albertans. Parents, students, teachers and community members have demonstrated their passion for maintaining our outstanding education system for the benefit of today's students and future generations.

The Government of Alberta is committed to continuing to provide Alberta's students with a first-class education. One of the many ways of ensuring Alberta's students succeed in our global community is through our high quality curriculum. Alberta's curriculum is innovative and responsive to the learning needs of students. It ensures that students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

As a parent, you play a vital role in the education of your child. When you know what your child is learning in school, you are able to reinforce that learning at home. In order to help support parents in this process, Alberta Learning has published the *Curriculum Handbook for Parents* series. As partners in education, this resource provides you with valuable information about the learning goals that have been set for students. I encourage you to discuss the contents of the *Curriculum Handbook for Parents* with your child's teacher, who can provide further information and guidance.

It is vital that all partners in education—including parents, teachers, principals, superintendents, trustees and other members of our community—work collaboratively to ensure we continually meet the needs of students in our ever-changing world. Together, we can continue to ensure that every student has a solid foundation from which to learn, grow and succeed.



Dr. Lyle Oberg
Minister of Learning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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning.

+ Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

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# *Information for Parents*

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

## Schooling in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

Alberta Learning assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Learning indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.learning.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).


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## Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

- *The Parent Advantage*—Tips and strategies for helping with homework in grades 1 through 9.
- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.
- *TELUS 2Learn* Web site—An education–business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

http://www.learning.gov.ab.ca/parents/mathprbk.pdf

http://www.learnalberta.ca

http://www.2learn.ca/

## School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds to support them within their schools. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils Association (AHSCA).

http://www.ahsca.ab.ca

## School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/advisories/policy-fundraising.pdf

### School Fees

A primary objective is to ensure that fees are not being charged for core items. Fees may be charged for supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

http://www.asba.ab.ca/advisories/policy-fees.pdf

Local policies may include a provision to waive fees or extend payment allowances where parents are experiencing financial difficulties.


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### Fundraising

The guidelines state fundraising should not be done for core items such as textbooks. Some fundraising is appropriate for things like athletics uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents did not contribute.

## Alternative Programs

Choice is one of the important principles Alberta's education system is built on. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including virtual schools. Parents can also opt to home school their children.

# *Information about Curriculum*

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

## Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp
  **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp
  **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Learning Web site.
- http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/
  In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School jurisdictions use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/lrdb
  The Authorized Resources Database on the Alberta Learning Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- http://www.learning.gov.ab.ca
  The **Alberta Learning Web site** contains information on learning from the early years to adulthood.


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## Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

## Curriculum Development—Who Is Involved in the Process?

Alberta Learning takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

## Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Learning plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school jurisdictions have sufficient time to prepare for the changes and purchase any needed resources.


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## Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Learning conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

## Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Learning for approval. Once approved, school jurisdictions take primary responsibility for curriculum implementation. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum.

Alberta Learning supports school jurisdictions by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school jurisdiction leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

Alberta Learning also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.


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## *Aboriginal Education*

Aboriginal peoples throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that give attention to Aboriginal heritage perspectives. In addition, all students in Alberta should understand and be aware of Aboriginal cultures, lifestyles and heritage. Student and teacher resources have been developed by Alberta Learning to assist teachers.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.learning.gov.ab.ca/k_12/specialneeds/teacherresourcescat.pdf

As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is available for purchase from the LRC.

*Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

## *Personal and Career Development*

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

## *Supports for Learning*

In every classroom and every school, students have individual needs. Teachers ensure that all students are involved in activities that help them build on their own level of learning.

Alberta students learn in a variety of ways—in schools, in the community, in small and large groups, and independently. Schools, supported by Alberta Learning, provide a variety of programs and services.


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## English as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible.

## Special Needs

http://www.learning.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a child is in need of a special education program. Children with special needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide programming for all school-age children, including children with special needs, who live in their district.

Children with special needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most children with special needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of placement options possible; different children need different kinds of support. Deciding on the educational placement for an individual child is a collaborative process, and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Learning and ask for a review of the board decision.

All students with identified special needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It shows what your child knows and what he or she can do. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

School staff will likely identify if your child is having learning difficulties and will have discussed with you what might be causing these difficulties. If you feel your child is having difficulty learning, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are any small changes that can be made that would improve the situation. School-based staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for a specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.


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The following resources provide additional information.

http://www.learning.gov.ab.ca/k_12/curriculum/ParentResources.asp

http://www.learning.gov.ab.ca/k_12/specialneeds/SpecialEd_stds2003.pdf

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.learning.gov.ab.ca/.

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003)—Information for parents of children with special needs
- *Standards for Special Education* (2002)—Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000)—Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* (1998)—Strategies for teaching organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels
- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (2001)—Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated

## Distance and Online Learning

http://www.learning.gov.ab.ca/ltb/

The Learning Technologies Branch (LTB) develops course materials and learning objects for distance and online learning.

http://www.lrc.learning.gov.ab.ca

For information about purchasing distance learning print and CD materials, contact the Learning Resources Centre.

http://www.learning.gov.ab.ca/ltb/400/courses.html

For a listing of all print distance learning courses available for purchase or study, visit the LTB Print Resources Web page.

http://www.learning.gov.ab.ca/ltb/400/eproduct.html

To see the electronic products available, visit the Electronic Resources Web page.

http://www.learnalberta.ca

LearnAlberta.ca provides exciting new online educational content to students, parents and teachers. Check out multimedia material for courses, such as Grade 6 Mathematics. Access the Online Reference Centre for a wide variety of research tools, such as encyclopedias, dictionaries and other reference works for all grade levels.

For information about registering in a distance learning course, contact a distance learning school, an online school, or your local school jurisdiction.

http://www.learning.gov.ab.ca/french/M_12/default.asp

The French Language Services Branch develops distance learning courses for French language instruction. For courses available in French, contact the French Language Services Branch.


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# *Assessment*

## Assessing Student Achievement

http://www.learning.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times it may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This summative type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction, and they are complemented by the provincial achievement tests.


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## *Overview of Grade 5*

In Grade 5, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 5 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Learning Web site or from the LRC.

| **Required Subject Areas.** ***Students take:*** | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

| **Optional Subject Areas.** ***Schools may offer:*** | |
|---|---|
| Drama | Languages Other than English* |

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New programs for the 2003–2004 school year:

- Ukrainian Language Arts

Programs under development:

- Cree Language and Culture
- French as a Second Language
- German Language Arts
- Italian Language and Culture
- Social Studies


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# *Religious Education*

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

***Religious education has four essential characteristics.***

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 5 Religious Education Program seeks to assist students in understanding more fully what the Church does as it gives witness to Jesus in the Spirit. It focuses on how the Church is a gathering, a communion of people from all nations in and through the Spirit of God. In the Church, the Lord Jesus is visible, active and present in the power of the Holy Spirit. Jesus rekindled the hope and vision of God's chosen people, and the Church continues the ancient promise of God to gather and assemble a community of believers.

***Students explore these themes through the study of 10 units:***

**Unit 1**

**The Church proclaims the Good News.**

The students recognize that we are made and chosen by God and are called to lasting friendship with Him. They reflect on God's dream to gather all people as one. We are called by the Spirit into community and are gathered in the name of Jesus.


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**Unit 2** — **The Church believes in the Lord Jesus.**

The students explore the Acts of the Apostles and see the development and growth of the early Church. They discuss and learn the steps of Christian initiation—Rite of Christian Initiation of Adults (RCIA), baptism, confirmation and eucharist.

**Unit 3** — **The Church celebrates God's mighty deeds.**

The students are invited to deepen their sense of belonging to the community of praise. They explore the structure of the eucharist, plan a eucharistic celebration and are invited to celebrate the eucharist.

**Unit 4** — **The Church expects the coming of the Lord.**

The students experience the season of Advent as a season of hope through Isaiah, John the Baptist and Mary. They learn to pray with Mary and the Church.

**Unit 5** — **The Church welcomes all nations.**

The students celebrate Epiphany as God calls all people of all nations. They hear God's call in Scripture through Abraham, Moses, Ruth, Naomi and Jonah. They learn about the Church in Canada and in their own diocese and parish.

**Unit 6** — **The Church acts justly.**

The students discover what it means to act justly—to respect and be of service to others, to respect all of creation and to have compassionate regard for the disadvantaged.

**Unit 7** — **The Church reconciles.**

The students explore the Church as an agent of God's reconciliation in the world. They explore the concepts of the mystery of evil, sin and temptation. Through prayer and activity, the students reflect on Lent as preparation for Easter. They explore the relationship of baptism and eucharist to reconciliation and learn about the sacrament of reconciliation.

**Unit 8** — **The Church loves.**

The students look at how God's love is active in the Church, and they reflect on the Church's mission as one of love and service. Through parables and stories of Jesus' miracles, they discover how Jesus reveals God's love. They deepen their understanding of the Chrism mass, the passion of Jesus, the Easter Triduum and the sacrament of Holy Orders.

**Unit 9** — **The Church rejoices.**

The students reflect on what it means to be an Easter people and celebrate the risen Jesus through sign, symbol and story. They explore the sacraments and rites of the Church. Through story and research, they discover the work and life of Canadian martyrs and how Canadians have been changed by the risen Lord.


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**Unit 10** **The Church witnesses.**

The students explore the structure and marks of the Church. Through the missionary journeys of Paul, they reflect on the Church's witness to God's gracious purpose and love throughout the world. The students celebrate their being sent forth as Church.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.


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## *Required Subject Areas*

The required subject areas are the foundation of the elementary program.

| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

## English Language Arts

View the English language arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

The aim of the English language arts program is to enable students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

**The following learning outcomes are selected from the Grade 5 English Language Arts Program of Studies.**

**Explore thoughts, ideas, feelings and experiences**

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- reflect on areas of personal accomplishment, and set personal goals to improve language learning and use
- seek the viewpoints of others to build on personal responses and understanding
- use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

**Comprehend and respond personally and critically to oral, print and other media texts**

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
- use the meanings of familiar words to predict the meanings of unfamiliar words in context
- integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
- use own experience as a starting point and source of information for fictional oral, print and other media texts


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| | |
|---|---|
| **Manage ideas and information** | • summarize important ideas in oral, print and other media texts and express opinions about them<br>• identify categories of information related to particular topics, and ask questions related to each category<br>• skim, scan and listen for key words and phrases<br>• record ideas and information in relevant categories, according to a research plan<br>• select visuals, print and/or other media to inform and engage the audience<br>• assess personal research skills, using pre-established criteria |
| **Enhance the clarity and artistry of communication** | • revise to add and organize details that support and clarify intended meaning<br>• write legibly, using a style that is consistent in alignment, shape and slant<br>• apply word processing skills, and use publishing programs to organize information<br>• identify past, present and future verb tenses, and use in sentences<br>• use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing<br>• organize ideas and information in presentations to maintain a clear focus and engage the audience<br>• use effective openings and closings that attract and sustain reader or audience interest<br>• identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter |
| **Respect, support and collaborate with others** | • identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities<br>• determine and use language appropriate to the context of specific situations<br>• accept and take responsibility for fulfilling own role as a group member<br>• contribute ideas to help solve problems, and listen and respond constructively<br>• show appreciation for the contributions of others, and offer constructive feedback to group members |


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Mathematics

View the mathematics subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies
- use visualization to assist in problem solving, processing information and making connections.

**The following learning outcomes are selected from the Grade 5 Mathematics Program of Studies.**

**Number**

- demonstrate a number sense for whole numbers 0 to 100 000, and explore proper fractions and decimals
- apply arithmetic operations on whole numbers and decimals, and illustrate their use in creating and solving problems

**Patterns and Relations**

- construct, extend and summarize patterns, including those found in nature, using rules, charts, mental mathematics and calculators

**Shape and Space**

- use measurement concepts, appropriate tools and results of measurements to solve problems in everyday contexts
- use visualization of 3-D objects and 2-D shapes to solve problems related to spatial relations
- describe motion in terms of a slide, a turn or a flip
- use coordinates to describe the positions of objects in two dimensions

**Statistics and Probability**

- develop and implement a plan for the collection, display and interpretation of data to answer a question
- predict outcomes, conduct experiments and communicate the probability of single events


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Science

View the science subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

**The following learning outcomes are selected from the Grade 5 Science Program of Studies.**

**Electricity and Magnetism**

- demonstrate safe methods for the study of magnetism and electricity
- identify methods for measurement and control
- apply techniques for evaluating magnetic and electrical properties of materials

**Mechanisms Using Electricity**

- construct simple circuits
- apply an understanding of circuits to the construction and control of motorized devices

**Classroom Chemistry**

- learn that when two materials react to form a new material, the original materials cannot be recovered
- discover that when a solid material dissolves, it can be recovered as a crystal by evaporating the liquid
- describe the properties and interactions of various household liquids and solids, and interpret their interactions

**Weather Watch**

- observe, describe and interpret weather phenomena
- relate weather to the heating and cooling of Earth's surface
- investigate relationships between weather phenomena and human activity

**Wetland Ecosystems**

- learn through observation and research, about the interactions among wetland organisms and about the role of each organism as part of a food web
- describe the living and nonliving components of a wetland ecosystem and the interactions within and among them


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Social Studies

View the social studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community.

The focus of the Grade 5 social studies program is Canada—its history, geography and people, and its links with other countries.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

**The following learning outcomes are selected from the Grade 5 Social Studies Program of Studies.**

### Canada: Its Geography and People

- understand that Canada has distinct physical regions and political divisions
- understand that Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment
- identify on a globe and on a map of the world the continents and major bodies of water
- draw conclusions about how characteristics of a physical region affect natural resources, occupations, population distribution and transportation
- develop concern for the future of Canada's natural resources

### Early Canada: Exploration and Settlement

- understand that exploration and settlement cause groups to influence each other, changing the way people live
- understand that our history contributed to shaping Canada into a bilingual nation
- gather information by using library skills to locate and choose resources
- record dates and events on a simple timeline showing the exploration and settlement period
- identify different perspectives held by Natives, explorers and other groups
- appreciate the accomplishments of Natives, explorers, settlers, missionaries and fur traders in shaping Canada

### Canada's Links with Other Countries

- understand that links established through interaction with other countries influence the way Canadians live
- gather information from a variety of sources, including interviews or surveys and complete a simple outline
- compare information from two or more sources; and then organize the information in a chart or graph
- plot information on maps and use map symbols to locate places being studied
- write an editorial stating a point of view on our links with another country


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.learning.gov.ab.ca/ict/outcomes/div1.asp

The ICT curriculum is not intended to stand alone as a course, but rather to be infused within English language arts, mathematics, science and social studies. Schools have until June 2003 to phase in the program. The outcomes are organized by divisions; Division 1 is Kindergarten to Grade 3.

Students learn about the nature of technology, how to use and apply a variety of technologies, and the importance of technology to self and society.

**The following learning outcomes are selected from the Grade 4 to Grade 6 Information and Communication Technology Program of Studies.**

### Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
- organize information, using such tools as a database, spreadsheet or electronic webbing

### Foundational Operations, Knowledge and Concepts

- examine the environmental issues related to the use of technology
- explain the advantages and limitations of using computers to store, organize, retrieve and select information
- work collaboratively to share limited resources
- identify and apply techniques and tools for communicating, storing, retrieving and selecting information

### Processes for Productivity

- enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose
- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- convert digital text files by opening and saving them as different file types
- access available databases for images to support communication



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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Physical Education

View the physical education subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

**The following learning outcomes are selected from the Grade 5 Physical Education Program of Studies.**

## Activity

**Basic Skills**
- select, perform and refine more challenging locomotor and nonlocomotor sequences

**Application of Basic Skills**
- select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
- demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
- apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
- select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

## Benefits Health

**Functional Fitness**
- explain the relationship between nutritional habits and physical activity
- demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity

**Body Image**
- acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

**Well-being**
- infer positive benefits gained from specific physical activities


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**Cooperation**

**Communication**
- identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

**Fair Play**
- demonstrate etiquette and fair play

**Leadership**
- select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences

**Teamwork**
- identify and demonstrate practices that contribute to teamwork

**Do It Daily ... for Life!**

**Effort**
- participate regularly in physical activity to develop components of health-related fitness and movement skills
- demonstrate factors that encourage movement

**Safety**
- identify and follow rules, routines and procedures for safety in a variety of activities
- identify safe practices that promote an active, healthy lifestyle; e.g., water safety

**Goal Setting/Personal Challenge**
- set long-term goals to improve personal performance based on interests and abilities

**Active Living in the Community**
- create a strategy to promote participation in physical activity within the school and the community
- identify factors made to be active within group or individual activities on a daily basis

**Exemptions from Physical Education**

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted where appropriate.

**Physical Education Online**

http://www.learning.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:
- Program of Studies
- Teacher Resources
- Home Education


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

## Health and Life Skills

View the health and life skills subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

**The following learning outcomes from the Health and Life Skills Program of Studies are taught from a Catholic viewpoint and perspective.**

### Wellness Choices

**Personal Health/Safety and Responsibility**

- make responsible and informed choices to maintain health and to promote safety for self and others. God gives us the gifts of life and health; we are called to care for and respect these precious gifts

### Relationship Choices

**Understanding and Expressing Feelings/Interactions/Group Roles and Processes**

- develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. The glory of God is in fully alive people who revere the dignity that all persons share by virtue of being created in God's image and likeness

### Life Learning Choices

**Learning Strategies/Life Roles and Career Development/ Volunteerism**

- use resources effectively to manage and explore life roles and career opportunities and challenges. Our Christian vocation is to use our gifts, talents and the resources available to us in building God's reign of peace and love by serving others

### Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.


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| Required Subject Areas. *Students take:* | | | | | | |
|---|---|---|---|---|---|---|
| English Language Arts | Mathematics | Science | Social Studies | Physical Education | Health and Life Skills | Art and Music |
| Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies. | | | | | | |

# Art and Music

View the fine arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

## Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

**The following learning outcomes are selected from the Grade 5 Art Program of Studies.**

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations
- perfect images through economical use of material and efficiency of effort
- express a feeling or a message
- use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

## Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

**The following learning outcomes are selected from the Grade 5 Music Program of Studies.**

- understand that rhythm is created by combining beat, tempo, patterns, metre and duration
- understand that a melody is changed when its rhythm is changed
- understand that the notes of a chord may be performed to accompany a melody
- match names, sounds and pictures of many instruments
- extend vocal development to include phrasing, enunciation and expression
- develop ability to read parts while singing; e.g., soprano, alto


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# *Optional Subject Areas*

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

| Optional Subject Areas. *Schools may offer:* | |
|---|---|
| Drama | Languages Other than English |

## Drama

View the drama subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

## Languages Other than English

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

### Aboriginal Languages

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

**The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.**

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

### French Immersion Program

http://www.learning.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.


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There are many delivery models for French immersion present in Alberta schools:

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English program of studies, which is identical or comparable to the one used in the English program. The exception is Grade 1 to Grade 3 Social Studies. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

http://www.learning.gov.ab.ca/french/YYCHWE/Home.htm

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

## French Language Arts

http://www.learning.gov.ab.ca/french/FLA/default.asp

In Division 2, the French language arts program of studies is intended to continue work started in the earlier grades (Division 1), including vocabulary and syntax enrichment, to enable students to engage more actively in their environment. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually or with classroom partners. Students also learn to respect the basic rules of language in the oral discussions that take place in the classroom as well as in their writing projects.

**The following learning outcomes are selected from the French Language Arts Program of Studies.**

**Oral Comprehension**

- use new cues to direct listening
- pay attention to organization of information

**Reading Comprehension**

- use various cues to direct reading or identify a resource
- establish links between sentences and paragraphs in the organization of information

**Oral Production**

- demonstrate correct use of expressions in presentations and discussions
- work as a member of a team and independently

**Writing**

- choose and organize ideas to develop a given topic
- write short stories with brief character descriptions
- demonstrate appropriate choice of verb tense and agreement of subject and verb in the imperfect [*l'imparfait*] and immediate future [*futur proche*] tenses


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## French as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a second language may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the program in Grade 4, but others may begin earlier or later.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial and national Francophone groups to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each level has its own set of experiences. Students in elementary school generally focus on the Beginning level. As students work through this level, they develop their ability to understand and communicate in French.

http://www.learning.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/ab_public.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

## Ukrainian Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/ukla.pdf

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

**Other Languages**

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.


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# *Feedback Form*

## Curriculum Handbook for Parents 2003–2004: Grade 5

**Catholic School Version**

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree**.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. The handbook provides useful information. | | | | |
| 2. The amount of information is appropriate. | | | | |
| 3. The reading level is appropriate. | | | | |
| 4. The layout and organization are user-friendly. | | | | |
| 5. The links to the Alberta Learning Web site are helpful. | | | | |
| 6. Downloading and printing is easy. | | | | |

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

***Thank you for your feedback.***

***Please send your response to:***

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